

MOSSY OAKS ELEMENTARY

2510 Mossy Oaks Road
Beaufort, SC 29902

GRADES PK-5 Elementary School

ENROLLMENT 407 Students

PRINCIPAL Donald A. Gruel 843-322-2900

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	39	4	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

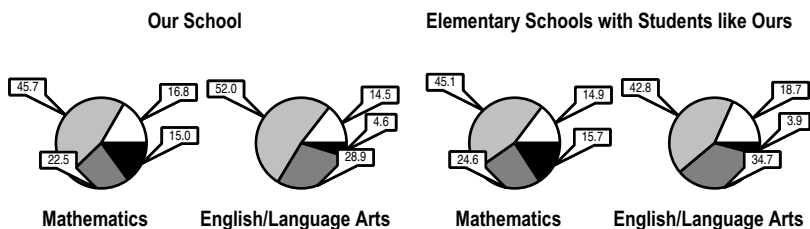
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	31	61	41
Percent satisfied with learning environment	93.3%	81.7%	85.0%
Percent satisfied with social and physical environment	90.0%	68.3%	61.5%
Percent satisfied with home-school relations	90.3%	88.1%	87.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	201	100.0	14.5	52.0	28.9	4.6	33.5	17.6
Gender								
Male	98	100.0	17.1	48.8	30.5	3.7	34.1	17.6
Female	103	100.0	12.1	54.9	27.5	5.5	33.0	17.6
Racial/Ethnic Group								
White	128	100.0	9.6	45.6	37.7	7.0	44.7	17.6
African-American	63	100.0	23.5	62.7	13.7	N/A	13.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	165	100.0	11.9	49.0	34.3	4.9	39.2	17.6
Disabled	36	100.0	26.7	66.7	3.3	3.3	6.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	201	100.0	14.5	52.0	28.9	4.6	33.5	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	198	100.0	14.1	51.8	29.4	4.7	34.1	17.6
Socio-Economic Status								
Subsidized meals	72	100.0	24.1	62.1	12.1	1.7	13.8	17.6
Full-pay meals	128	100.0	9.6	47.0	37.4	6.1	43.5	17.6

Mathematics								
All students	201	100.0	16.8	45.7	22.5	15.0	37.6	15.5
Gender								
Male	98	100.0	14.6	34.1	30.5	20.7	51.2	15.5
Female	103	100.0	18.7	56.0	15.4	9.9	25.3	15.5
Racial/Ethnic Group								
White	128	100.0	10.5	41.2	28.1	20.2	48.2	15.5
African-American	63	100.0	33.3	52.9	9.8	3.9	13.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	165	100.0	14.7	43.4	25.9	16.1	42.0	15.5
Disabled	36	100.0	26.7	56.7	6.7	10.0	16.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	201	100.0	16.8	45.7	22.5	15.0	37.6	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	198	100.0	17.1	45.3	22.9	14.7	37.6	15.5
Socio-Economic Status								
Subsidized meals	72	100.0	25.9	55.2	17.2	1.7	19.0	15.5
Full-pay meals	128	100.0	12.2	40.9	25.2	21.7	47.0	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	61	N/A	4.9	44.3	44.3	6.6	50.8
	Grade 4	52	N/A	15.7	37.3	37.3	9.8	47.1
	Grade 5	63	N/A	19.0	47.6	31.7	1.6	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	64	100.0	5.6	48.1	37.0	9.3	46.3
	Grade 4	70	100.0	8.6	60.3	27.6	3.4	31.0
	Grade 5	67	100.0	27.9	47.5	23.0	1.6	24.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	61	N/A	37.7	31.1	24.6	6.6	31.1
	Grade 4	52	N/A	25.5	35.3	19.6	19.6	39.2
	Grade 5	63	N/A	31.7	54.0	12.7	1.6	14.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	64	100.0	9.3	35.2	31.5	24.1	55.6
	Grade 4	70	100.0	6.9	53.4	22.4	17.2	39.7
	Grade 5	67	100.0	32.8	47.5	14.8	4.9	19.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 407)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.4%	Down from 3.6%	2.4%	2.4%
Attendance rate	95.7%	Down from 95.9%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	26.5%	Up from 26.0%	21.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.1%	Up from 5.3%	7.3%	8.0%
Older than usual for grade	1.0%	Down from 1.6%	0.8%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	55.2%	Down from 57.7%	53.9%	50.0%
Continuing contract teachers	82.8%	Down from 96.2%	90.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.0%	Down from 95.0%	88.7%	86.2%
Teacher attendance rate	94.9%	Down from 95.1%	95.6%	95.3%
Average teacher salary	\$44,823	Up 2.4%	\$41,076	\$39,909
Prof. development days/teacher	10.9 days	Up from 10.6 days	10.7 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.8	4.0
Student-teacher ratio	20.0 to 1	Down from 20.2 to 1	19.7 to 1	18.9 to 1
Prime instructional time	89.0%	Down from 89.4%	90.3%	89.7%
Dollars spent per pupil*	\$6,666	Down 4.6%	\$5,616	\$5,892
Percent spent on teacher salaries*	56.1%	Down from 64.1%	66.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.8%	Down from 99.7%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year has been productive and rewarding for both staff and students. We began the year with a 16% increase in student enrollment, the highest growth for any school in Beaufort County. Due to our belief that early intervention is critical to a student's school success, we doubled the number of children served in our pre-K class and added an additional 1st grade classroom to reduce average class size.

Effective reading instruction remains a hallmark of Mossy Oaks Elementary as evidenced by 89% of our students scoring "Above Basic" on the ELA portion of the PACT. We have continued our commitment to the Accelerated Reader Program with significant results again this year. Students read and passed tests on 23,007 books with 85% accuracy. The needs of struggling readers were met in several ways. The literacy coach worked with groups of first and second graders daily, and a certified teacher was hired part-time to work with children needing more focused instruction in basic reading skills. Staff members without homeroom classes were assigned buddy readers in grades 3-5, and they read together each morning for 25 minutes during the school-wide silent reading time. Students in grades four and five participated in Writers' Workshop during the year, resulting in a district winner in the DAR essay contest and several winners in the Lieutenant Governor's Essay Contest.

STAR scores indicate that students made significant improvements in mathematics this year. The Accelerated Math Program was used in tandem with the new math text series as math instruction was emphasized significantly throughout the school. Each morning students arriving at school prior to 8:00 a.m. were involved in math activities in the cafeteria before reporting to their homeroom classes, and all second graders learned their multiplication tables the last 3 weeks of school. We had our first Family Math and Science event in the spring with very positive evaluations.

One of the most significant changes at Mossy Oaks Elementary this year was the implementation of "Good News Contacts" where each certificated staff member made a positive call to a parent each week. A parent survey was made in the spring, and the School Improvement Council is using the results to plan improvements for our school next year. The PTO continues to be very active, resulting in approximately 1700 volunteer hours this year. Business partners have assisted our school in many ways.

We will begin working toward a more technology- integrated curriculum during the 2003-2004 school year. At Mossy Oaks we strive to be "in the right place at the right time doing the right thing."

Donald A. Gruel, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.